

# English 102: Composition II

Spring 2023 Course Syllabus

Daniel J. Pizappi

Section: 30	Time: 9:10-10:00 AM	Location: HPR-31B
Section: 106	Time: 1:50-2:40 PM	Location: HSS-56

## FACULTY CONTACT INFORMATION

- Email: [dpizappi@vols.utk.edu](mailto:dpizappi@vols.utk.edu)
- Drop-in / office hours: MWF 12:30-1:30 PM; T 10:00-12:00 PM
- Location: Dunford Hall 2341
- Zoom link: <https://tennessee.zoom.us/my/dpizappi>

The best way to contact me is through email. Please make sure that you put the course number (ENG 102) in the subject line and that you send from your UTK email account. Please allow a response time of one business day to all emails.

If you would like to meet with me but cannot make it to my office hours, I am happy to arrange a time that works for both of us.

## COURSE DESCRIPTION

Welcome to English 102!

English 102 advances the concepts introduced in English 101 and provides students with intensive writing instruction focused on inquiry and research. Throughout the semester, we'll focus on strategies for formulating and investigating questions, locating and evaluating information, using varied sources and research methods, developing positions on intercultural and interdisciplinary issues from diverse texts (print, digital, and multimedia), and presenting research using appropriate rhetorical conventions.

This section of English 102 is organized around the theme Inquiry into Food and Foodways. Together, we will explore why we eat the foods we do and what this reveals about the cultural, social, economic, and historical character of our region(s). This area of inquiry has received increased attention thanks to developments such as the emerging "foodie" and local food movements and the rising popularity of food centric media within the past decade. We will use this topic to develop research and writing skills. To accomplish this goal, we will conduct three kinds of research: secondary source, archival, and qualitative. The secondary source project will examine a debate concerning the intersection of food, culture and ethics (e.g. dietary behavior and socio-economic status, food justice in community-driven food practices, agricultural practices). In the archival project, we will select a region and historical moment to examine the cultural significance of foods in context. Finally, we will conduct qualitative research by interviewing participants in order to investigate their experiences with and beliefs about the cultural values embedded in the foodways of our families and/or communities.

- Satisfies General Education Requirement: (WC)
- Grading Restriction: ABC/N grading only.
- Credit Restriction: Students with credit for ENGL 132, ENGL 298, or ENGL 290 may not receive credit for ENGL 102.
- Prerequisite(s): ENGL 101.
- Students wishing additional help with writing should also register for ENGL 104.

## ENGLISH 104, Writing Workshop II

All students are encouraged to enroll in English 104, a 1-credit elective with flexible attendance times and both in-person and online tutor appointments. This course helps you improve your writing, do better in your composition course, and it's easy to attend and meet with tutors. See **this short [slide show](#) or [this flyer](#)** for more information. Enroll via [MyUTK](#) during the regular drop-add period (**SP23 CRN: 20620**). Email [writngcenter@utk.edu](mailto:writngcenter@utk.edu) if you need help registering.

## COURSE OUTCOMES

By the end of English 102, you should be able to:

- Read texts critically to identify, define, and evaluate complex problems and issues, taking into account multiple points of view and varying disciplinary and cultural contexts;
- Frame research questions that will guide formal inquiry;
- Select appropriate research methods using primary and secondary sources;
- Locate, evaluate, and use relevant, credible evidence (including both primary and secondary research materials) to support ideas;
- Present research effectively for academic audiences, providing evidence-based support for claims, integrating information effectively into an argument, and using appropriate disciplinary genre conventions and/or design features for different kinds of texts;
- Use citation and documentation conventions systematically and accurately within their own work;
- Adapt composing processes for a variety of technologies and modalities;
- Give and act upon productive feedback to work in progress;
- Reflect on the development of their composing practices and how those practices influence their work;
- Reflect critically on the ways that social, cultural, and historical contexts shape perceptions of language, then make informed rhetorical choices about grammar, usage, and mechanics by using their own linguistic repertoires to effectively reach personal, social, and political priorities in their writing; and
- Demonstrate the ability to write correctly, employing appropriate conventions of grammar, usage, and mechanics.

Additionally, because this is a WC (Writing Intensive) course, there are additional outcomes, including the ability to

- To focus material to convey a clear, unified point or effect.
- To shape content, organization, style, and/or documentation conventions to correspond with appropriate disciplinary expectations and rhetorical contexts, including audience and purpose.

## REQUIRED TEXTS & MATERIALS

The following books are required for this course:

- *The Writer's Harbrace Handbook*. Glenn and Gray. 6th ed., Cengage, 2017.
- *Rhetoric of Inquiry*. Benson, Ringer, Walker, and Wallace, eds. 5th ed., Bedford/St. Martin's, 2020.

Additional readings will be posted on Canvas. I expect you to print PDFs or have a laptop or tablet to read documents during class, so we can easily refer to and discuss materials. You'll also need access to the Internet, a UT e-mail account, and Canvas for course readings and assignments.

### ***Inclusive access course fee for textbooks***

Purchasing the textbooks for this class works on a course fee model. The fee will be added automatically to your student account. By paying that fee, you get copies of *Rhetoric of Inquiry* and *The Writer's Harbrace Handbook*. Once you pay the fee, you can request a free hardcopy of *The Writer's Harbrace Handbook* directly from the publisher through a link and code that will be provided to you after the add/drop period ends. You can also pick up a free hardcopy of *Rhetoric of Inquiry* at the UT bookstore. You also get access to the eBook versions of both texts via Canvas.

If you are enrolled in ENGL 102 at UT for the first time, then you should leave the course fee on your account and collect your books from the publisher/bookstore as soon as possible. If you paid the course fee in an earlier semester and already have the books for this class, you'll want to opt out of the fee on your student account by **February 2, 2023**. You can opt out at [shop.utk.edu](https://shop.utk.edu). You most likely paid the course fee if you were previously enrolled in 102. You'll know this is the case if you previously had eBook access to the *Harbrace* and *Rhetoric of Inquiry* and/or if you collected a physical copy of the current edition of both books from the publisher/bookstore.

More information about the University's Inclusive Access program--including information about opting out--is available at <https://www.utvolshop.com/volbooks>.

## GRADING

Grades in this course will be determined by using a method called ungrading. The purpose of this method is to better reflect the work that you put into the course, rather than assigning you with an (often arbitrary) assessment of its quality (i.e. 31/35 points). For more information about this grading policy, see the **Grading Memo** and **Grading Matrix**.

Assignment	Length
Secondary Source Research Paper	1200-1500 words
Archival Research Project	750-1000 words
Qualitative Research Paper	1700-2000 words
Homework / In-Class Work	Varies

You will need to earn at least a C to pass English 101. Any grade below C will not earn you credit for the course, so you will have to retake it. Non-passing grades, which are prefaced by an “N,” will not affect your GPA, but they will be used to calculate eligibility for scholarships (e.g., the Hope Scholarship).

Due to FERPA guidelines, I do not discuss grades over email; if you want to discuss your grade with me, visit me during office hours or make an appointment.

While you can monitor which assignments you’ve completed on Canvas, Canvas’s gradebook is not intended to play nicely with an ungrading system. As such most assignments on Canvas will be graded Complete/Incomplete or Pass/Fail. You are able, welcome, and strongly encouraged to keep track of your progress by comparing the work you’ve completed as shown in the gradebook to the **Grading Matrix**. Please let me know if you want to talk about where you stand in the class.

### **Revisions**

You may revise either or both of the first two major projects in this course (we run out of a time for a revision to be possible for the third, final project, sorry!). If you choose to revise a project, a higher grade will completely replace your original grade. (It’s really rare to make your project worse by revising it, but if for some reason it happens to you, your grade will remain the same; a revision will never lower your grade, except in cases of plagiarism.)

If you wish to revise you must:

- Schedule an appointment with me to discuss plans for revision, and
- Complete and submit a revision memo along with your revision.

If you plagiarize and do not pass the paper as the penalty, you will not be allowed to revise the paper. (For more information about plagiarism, see “Academic Integrity & Plagiarism” section).

## Written Homework & In Class Writing Grades

I grade homework using the Canvas's complete/incomplete grading scale.

- A "complete" indicates that you successfully completed the assignment in a timely, thoughtful, and thorough manner.
- An "incomplete" suggests [that either your homework was too brief or superficial to demonstrate learning, doesn't really respond to the prompt, shows evidence of not reading, is too hasty or brief, or is missing altogether.

## ATTENDANCE

- Students are expected to attend and participate in class every day. Success in this course is highly dependent upon interaction with peers and the professor. If a student is experiencing difficulty with attendance or participation, they should reach out to the professor to let him know so he can make an accommodation.
- Students who are absent due to illness or other emergencies **do not** need to submit documentation for that absence. Please email the professor as soon as you are able to let him know about your absence and reach out to a classmate to get notes. If you require any other materials from the missed class, please reach out to the professor with a list of what you need.

## Missed Work

- Students who plan to miss class for pre-planned or anticipated absences for planned doctor appointments, sports or school events, etc. must complete assignments prior to their absence as to ensure that their classmates can complete their tasks.

## SUBMITTING WORK & LATE WORK

This course requires extensive reading and writing, with overlapping assignments and daily written homework; please keep tabs on the syllabus so that there are no surprises. Due dates are to help us all work at a manageable pace. **But I accept all late work, and I grant all extensions. Any paper can be turned in late with the only penalty being no timely feedback. As I expect growth from feedback as part of grading criteria, this can be a significant disadvantage. Please come talk to me if you're falling behind.**

## THE JUDITH ANDERSON HERBERT WRITING CENTER

Getting feedback while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. All students are encouraged to talk with the Judith Anderson Herbert Writing Center's trained tutors about getting started on a paper, organizing ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see <https://writingcenter.utk.edu/> or email [writingcenter@utk.edu](mailto:writingcenter@utk.edu).

**Website:** <https://writingcenter.utk.edu>

**Email:** [writingcenter@utk.edu](mailto:writingcenter@utk.edu)

**Social media:** Twitter: @UTKWritingCtr; Instagram: utkwritingctr; Facebook: Judith Anderson Herbert Writing Center

## COMMUNICATION POLICY

There is a lot of material packed into this 15-week course, and you should plan to work on course material every day of the week. Please plan to

- Log into Canvas at least three times per week.
- Check your UT email at least three times a week.
- Check the Announcements page on Canvas for important announcements; an email will also be sent out.
- Please adhere to the proper netiquette when communicating with me and your classmates.

There are three ways to contact me: office hours, email, and the course Q&A discussion board. My office hours are MWF 12:30-1:30 PM; T 10:00-2:00 PM. During those hours, you can visit me in 2341 Dunford Hall. If you prefer, you can also email me to request a virtual meeting via Zoom at <https://tennessee.zoom.us/my/dpizappi>. You should feel free to drop by my office hours as often as you'd like to chat, review an assignment, or discuss any questions or concerns. Dropping by office hours is often one of the most effective ways to resolve any confusion you might encounter.

## UNIVERSITY CIVILITY STATEMENT

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

## ACADEMIC INTEGRITY & PLAGIARISM

You are expected to abide by UTK's Honor Statement:

*An essential feature of the University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.*

~From Hilltopics

All work you turn in must be your own; appropriating others' work, cutting and pasting from the internet, failing to properly acknowledge sources, turning in work that was substantially written or rewritten by a friend, family member, or tutor, providing false attributions of source material, falsifying data, or other forms of plagiarism or academic dishonesty will result in failing the

assignment and other penalties, up to and including failure of the course and possible additional university action. All plagiarism and academic dishonesty is reported to the Office of Student Conduct and Community Standards and the Dean's Office of your College. Plagiarism is serious; we'll talk about what it is and how to avoid it throughout the semester.

### ***UTK's Policy on Plagiarism as Stated in Hilltopics***

Plagiarism is using the intellectual property or product of someone else without giving proper credit. The undocumented use of someone else's words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense, subject to disciplinary action that may include failure in a course and/or dismissal from the University. Some specific examples of plagiarism are:

- copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
- summarizing or paraphrasing without proper documentation (citation) ideas and phrases from another source (unless such information is recognized as common knowledge);
- borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
- collaborating on a graded assignment without the instructor's approval;
- submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

In addition to the types of plagiarism listed above, I consider recycling work from another class to be academic dishonesty and doing so will result in failing the assignment.

As a UTK student, you are held to all the standards and regulations stated in Hilltopics, and I recommend that you read it (<http://dos.utk.edu/hilltopics/>).

### **THE UNIVERSITY LIBRARIES**

The University Libraries are staffed by knowledgeable and helpful professionals and should be one of your first research resources throughout your time at UTK.

Here are the two tips for letting the Library make your life easier:

- You can chat with a reference librarian to ask a quick question (about almost anything); see the "Chat" function at <http://www.lib.utk.edu/>
- And you can request a book for pickup at Hodges rather than weeding through the stacks (see <http://www.lib.utk.edu/>).

### **SURVEY POLICY**

Students in this class cannot under any circumstances email survey links to all students enrolled in large or multi-sectioned first-year courses. Such courses include but are not limited to 100-level courses in FYS, GEOL, GEOG, PSYC, MATH, and CHEM. Students who distribute electronic surveys to all of the members of these or any other courses will not be allowed to use their survey results for their qualitative research projects. Students may also face further penalties such as grade reductions.

## THE COUNSELING CENTER

The Counseling Center's mission is to promote students' psychological, educational, and social well-being. They provide a variety of services, including crisis intervention, individual counseling, workshops, and more. If you or someone you know could benefit from their assistance, contact them anytime.

Location: 1800 Volunteer Blvd (in the Student Health Building)

Phone: 865-974-2196

24-Hour Helpline: 865-974-HELP (4357)

Email: [counselingcenter@vols.utk.edu](mailto:counselingcenter@vols.utk.edu)

## EMERGENCY ALERT SYSTEM

The University of Tennessee is committed to providing a safe environment to learn and work. When you are alerted to an emergency, please take appropriate action. You can learn more about what to do in an emergency and sign up for UT Alerts here: <https://www.utk.edu/utalert>

Check the emergency posters near exits and elevators for building-specific information. In the event of an emergency, the course schedule and assignments may be subject to change. If changes to graded activities are required, reasonable adjustments will be made, and you will be responsible for meeting revised deadlines.

## STUDENTS WITH DISABILITIES

Any student who feels they may need course adaptations or accommodations because of a documented disability should contact the Student Disability Services: <https://sds.utk.edu/>. You can also call the office at 865-974-6087 or visit the office in 100 Dunford Hall to document eligibility / register for services, or if you have emergency information to share. Student Disability Services will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.

## ACCESSIBILITY

UT values accessibility for everyone in our community and has expressed this value in system-wide policy. All communications, learning material, and technology at UT should be accessible. For more information about accessibility including the full policy and opportunities for training, visit the UT accessibility webpage: <https://accessibility.utk.edu/>

## TITLE IX

University of Tennessee faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the University's Title IX Coordinator, who can assist you in connecting with all possible resources both on- and off-campus. If you would like to speak with someone confidentially, the Student Counseling Center (865-974-2196) and the Student Health Center (865-974-3135) are both confidential resources.



For additional resources and information, visit <https://titleix.utk.edu/>.

## Daily Schedule

### Welcome unit

<p><b>Mon., Jan. 23: Welcome!</b></p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Syllabus walk-thru</li> <li>• Course policies</li> </ul>	<p><b>Wed., Jan. 25</b></p> <ul style="list-style-type: none"> <li>• Continue course introduction</li> <li>• Discuss the goals of writing instruction/ practice</li> <li>• Previous writing experience</li> </ul> <p><b>Read:</b> Syllabus, "Course Documents &amp; Policies," ROI Chp 1, "You Can Learn to Write in General"</p> <p><b>Due:</b> Syllabus and Course Policies Quiz</p>	<p><b>Fri., Jan. 27</b></p> <ul style="list-style-type: none"> <li>• Discuss course theme and help students find connections w/ it.</li> <li>• How does this course grab your interest? Why is it important?</li> <li>• Reading Discussion</li> </ul> <p><b>Read:</b> Berry, "The Pleasures of Eating"; Shah, "Men Eat Meat, Women Eat Chocolate: How Food Gets Gendered"</p> <p><b>Due:</b> Reading Response 1</p>
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### Secondary Source Project

<p><b>Mon., Jan. 30: What is the secondary source project?</b></p> <ul style="list-style-type: none"> <li>• What are secondary sources? What is the goal of this project?</li> <li>• What makes for a good research question? Brainstorm topics.</li> </ul> <p><b>Read:</b> ROI Chp 2 (esp 30-35)</p> <p><b>Due:</b> Submit personal intro / research background</p>	<p><b>Wed., Feb. 1: Finding secondary sources</b></p> <ul style="list-style-type: none"> <li>• Research questions / search terms, cont.</li> <li>• Locating secondary sources</li> <li>• What are library databases?</li> </ul> <p><b>Read:</b> Wehunt, "The Food Desert"; Idov, "When Did Young People Start Spending 25% of Their Paychecks on Pickled Lamb's Tongues?"</p> <p><b>Due:</b> Reading Response 2</p>	<p><b>Fri., Feb. 3: Finding secondary sources, cont.</b></p> <ul style="list-style-type: none"> <li>• How do I use databases? Tips?</li> <li>• How can I save/track my digital sources? (ROI 35-39, Zotero intro)</li> <li>• What should the proposal look like?</li> </ul> <p><b>Read:</b> ROI Chp 4 (skim)</p> <p><b>Due:</b> Bring 1-2 possible research questions to class.</p>
<p><b>Mon., Feb. 6: Analyzing sources</b></p> <ul style="list-style-type: none"> <li>• What goes into an annotation (summary + evaluation)?</li> <li>• How can you tell whether your source is trustworthy and relevant?</li> </ul> <p><b>Due:</b> Submit mini proposal (what are you writing on?)</p>	<p><b>Wed., Feb. 8: Analyzing Sources, cont.</b></p> <ul style="list-style-type: none"> <li>• How do your sources answer your RQ?</li> <li>• What is important/ relevant in each source?</li> <li>• How do I synthesize or make connections among my sources? What am I looking for as I research?</li> </ul>	<p><b>Fri., Feb. 10: Analyzing a Sample Paper</b></p> <ul style="list-style-type: none"> <li>• What characteristics of the sample paper do you notice?</li> <li>• What can you learn from it about writing your own?</li> </ul> <p><b>Read:</b> Sample Secondary Source Research Paper (ROI p. 341-350), ROI Chp. 5</p>

<p>what is your research question? what sources have you found?); Bring 2+ sources to class.</p>	<p><b>Read:</b> Terry, “Reclaiming True Grits”; Twitty, Excerpt from <i>The Cooking Gene</i> <b>Due:</b> Reading Response 3</p>	
<p><b>Mon., Feb. 13: Conferences begin</b> Students bring an annotated bibliography and short description of how the sources answer their question. Via Zoom.</p> <p><b>Due:</b> Ann. Bib. (during conference)</p>	<p><b>Wed., Feb. 15: Conferences, cont.</b> Students bring an annotated bibliography and short description of how the (TM)sources answer their question. Via Zoom.</p> <p><b>Due:</b> Ann. Bib. (during conference)</p>	<p><b>Fri., Feb. 17: Conferences, cont.</b> Students bring an annotated bibliography and short description of how the sources answer their question. Via Zoom.</p> <p><b>Due:</b> Ann. Bib. (during conference)</p>
<p><b>Mon., Feb. 20: Organizing / Supporting Your Paper</b></p> <ul style="list-style-type: none"> <li>• Integrating sources into your project</li> <li>• Using transitions effectively</li> <li>• Intro/conclusion</li> </ul> <p><b>Read:</b> “Shitty First Drafts” <b>Due:</b> Collaborative Rubric Responses</p>	<p><b>Wed., Feb. 22 Rubric and/or In-Class Writing</b></p> <ul style="list-style-type: none"> <li>• Discuss / co-create rubric with students</li> <li>• In-class writing and / or revision of writing</li> </ul> <p><b>Read:</b> Singer, “Equality for Animals?”; Kingsolver, “You Can’t Run Away on Harvest Day” <b>Due:</b> Reading Response 4</p>	<p><b>Fri., Feb. 24: Peer Review</b></p> <ul style="list-style-type: none"> <li>• Peer review your project w/ classmates</li> <li>• Create a revision plan</li> </ul> <p><b>Due:</b> First draft of secondary source project</p>

**Mon. Feb 27: Final secondary source project due**

## Archival Project

<p><b>Mon., Feb. 27: What are archives?</b></p> <ul style="list-style-type: none"> <li>• What are archives?</li> <li>• Why do we keep them?</li> <li>• What could archival research involve?</li> </ul> <p><b>Read:</b> Read assignment directions, ROI Chp. 6</p>	<p><b>Wed., Mar. 1: “Visit” to the Archives</b></p> <ul style="list-style-type: none"> <li>• Peruse digital archives</li> <li>• Archival terminology: finding aid, metadata, artifact, etc.</li> </ul> <p><b>Read:</b> Wansink and Payne, “The Joy of Cooking Too Much: 70 Years of Calorie Increases in Classic Recipes”; Cox and Kidwell, “A Native American Thanksgiving”</p> <p><b>Due:</b> Reading Response 5</p>	<p><b>Fri., Mar. 3: Telling stories w/ archives</b></p> <ul style="list-style-type: none"> <li>• Curiosity / gaps in archival research</li> <li>• What do research questions look like in archival research? Do we have research questions?</li> <li>• Poke about some more in your designated archive.</li> </ul>
<p><b>Mon., Mar. 6: Telling stories w/ archives, cont.</b></p> <ul style="list-style-type: none"> <li>• Deciding on what artifacts to use / not use</li> <li>• Making connections among artifacts</li> <li>• What “counts” as a story in the archives?</li> </ul> <p><b>Read:</b> ROI Chp. 7 and additional archival resources.</p> <p><b>Due:</b> Reading reflection (not RR6).</p>	<p><b>Wed., Mar. 8: Archives, cont.</b></p> <ul style="list-style-type: none"> <li>• In-class work day</li> <li>• Use this time to refine research questions / research / ask questions</li> </ul> <p><b>Due (after class):</b> Archival Research Plan</p>	<p><b>Fri., Mar. 10: Flex Day</b></p> <ul style="list-style-type: none"> <li>• Continue work from Wednesday</li> <li>• One-on-One review/assistance of research methods etc. as needed</li> </ul>
<p><b>Spring Break (March 13-17)</b></p>		
<p><b>Mon., Mar. 20: Analyzing your archival artifacts</b></p> <ul style="list-style-type: none"> <li>• Share / work w/ fellow students to analyze and connect artifacts w/ each other.</li> </ul>	<p><b>Wed., Mar. 22: Background info</b></p> <ul style="list-style-type: none"> <li>• What background information do you need to know? How do you get it? Using databases in archival research.</li> <li>• Analyzing artifacts, cont.</li> </ul>	<p><b>Fri., Mar. 24: Setting up your archival display</b></p> <ul style="list-style-type: none"> <li>• Using Google Sites (privacy settings, account to use, etc)</li> <li>• Introducing/ concluding your archival display</li> <li>• Adding a bibliography to your archival display</li> </ul> <p><b>Read:</b> Mead, “The Changing</p>

<b>Due:</b> Bring 2+ archival artifacts to class	<b>Due:</b> 2-3(ish) secondary sources that answer questions about your artifacts	Significance of Food”; Menzel and D’Aluisio, “Hungry Planet: What the World Eats”; <b>Due:</b> Reading Response 6
<b>Mon., Mar. 27: Analyzing sample archival projects</b> <ul style="list-style-type: none"> <li>• What does effective archival analysis look like?</li> <li>• Discuss / co-write rubric with students</li> </ul> <b>Due:</b> Genre analysis (at least partly in class if possible); Collaborative Rubric Responses	<b>Wed., Mar. 29: Work day</b> <ul style="list-style-type: none"> <li>• Discuss / co-create the rubric with students.</li> <li>• Work on your Google Sites in class.</li> </ul> <b>Read:</b> Roseberry, “The Rise of Yuppie Coffees and the Reimagining of Class in the United States” <b>Due:</b> Reading Response 7	<b>Fri., Mar. 31: Peer review</b>          <b>Due:</b> Rough draft of Archival project

**Archival project due April 3.**

### Qualitative Project

<b>Mon., Apr. 3: What is the qualitative project?</b> <ul style="list-style-type: none"> <li>• Why interviewing?</li> <li>• Who should I interview?</li> <li>• What should the project turn out looking like?</li> </ul>	<b>Wed., Apr. 5: Getting Started</b> <ul style="list-style-type: none"> <li>• Why interviewing?</li> <li>• Who should I interview?</li> <li>• Ethics in interviewing?</li> </ul> <b>Read:</b> Ahn, “Home Run: My Journey Back to Korean Food”; Wong, “Eating the Hyphen” <b>Due:</b> Reading response 8	<b>Fri., Apr. 7: NO CLASS (Spring Recess)</b>
<b>Mon., Apr. 10: Contacting Your Participants / Informed Consent</b> <ul style="list-style-type: none"> <li>• Writing a recruitment email</li> <li>• Sample recruitment email</li> </ul> <b>Read:</b> ROI Chp. 8 (pay special attn. to the section on ethics) <b>Due:</b> Reflection on ethics.	<b>Wed., Apr. 12: Methods</b> <ul style="list-style-type: none"> <li>• Strong/weak interview questions</li> <li>• Recording + transcribing</li> </ul> <b>Read:</b> ROI Chp. 9, along w/ guidelines on research questions, recruitment letters, and ethics in qual research. <b>Due:</b> Draft of research question + recruitment email.	<b>Fri., Apr. 14: Methods</b> <ul style="list-style-type: none"> <li>• Mini in-class conferences (intervene w/ students planning non-workable projects)</li> <li>• Peer review for interview questions</li> </ul> <b>Read:</b> Bourdain, “Food is Good”; McCorkle, “Her Chee-to Heart”

		<p><b>Due Before Class:</b> Reading Response 9; Draft of Interview Questions</p> <p><b>Due by Midnight:</b> Revised research plan (research question + recruitment email + interview questions).</p>
<p><b>Mon., Apr. 17: How do I analyze my interview?</b></p> <ul style="list-style-type: none"> <li>• What is coding?</li> <li>• What is IMRAD format?</li> <li>• Practice coding</li> </ul>	<p><b>Wed., Apr. 19: Coding activity</b></p> <ul style="list-style-type: none"> <li>• How do I analyze my interviews?</li> <li>• Practice analyzing interviews</li> </ul> <p><b>Read:</b> Andrews, “Everything Comes from the Sea”; Hitt, “A Confederacy of Sauces”</p> <p><b>Due:</b> Coding group work; Reading Response 10</p>	<p><b>Fri., Apr. 21: Preparing to Write</b></p> <ul style="list-style-type: none"> <li>• Analyze sample qualitative paper (focus on IMRAD)</li> <li>• Applying the sample qual. paper to your own work</li> </ul> <p><b>Read:</b> Sample projects, ROI Appendix B.</p>
<p><b>Mon., Apr. 24: Conferences</b></p> <ul style="list-style-type: none"> <li>• Submit Pre-Conference Questionnaire/Writing Check-In</li> <li>• Use coding scheme to identify/discuss results</li> </ul> <p><b>Due:</b> Coded interview transcription.</p>	<p><b>Wed., Apr. 26: Conferences</b></p> <ul style="list-style-type: none"> <li>• Submit Pre-Conference Questionnaire/Writing Check-In</li> <li>• Use coding scheme to identify/discuss results</li> </ul> <p><b>Due:</b> Coded interview transcription.</p>	<p><b>Fri., Apr. 28: Conferences</b></p> <ul style="list-style-type: none"> <li>• Submit Pre-Conference Questionnaire/Writing Check-In</li> <li>• Use coding scheme to identify/discuss results</li> </ul> <p><b>Due:</b> Collaborative Rubric Responses; Coded interview transcription.</p>
<p><b>Mon., May. 1: Rubric / In-Class Work Day</b></p> <ul style="list-style-type: none"> <li>• Discuss rubric</li> <li>• Wrap up any “missed threads”</li> </ul>	<p><b>Wed., May. 3: Reading Discussion / In-Class Work Day</b></p> <p><b>Read:</b> Myers, “The Moral Crusade against Foodies”; Kay, “Yelp Reviewers’ Authenticity Fetish Is White Supremacy in Action”</p> <p><b>Due:</b> Reading Response 11</p>	<p><b>Fri., May. 5: Peer Review</b></p> <p><b>Due:</b> Rough draft of Qualitative Project</p>
<p><b>Mon., May. 8: Wrap up class.</b></p>		

**Qualitative project due on the day / time of scheduled final exam**

Section 030 10:30 a.m. – 12:45 p.m Monday, May 15

Section 106 1:00 p.m. – 3:15 p.m.

Monday, May 15